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ABSTRACT

This handbook presents a description of the New York City Mentor program. It is designed to provide guidelines for the participating schools and law firms as well as an explanation of the program for potential participants. The program pairs law firms, solo practitioners, and corporate legal departments with public high schools. Lawyers visit classes, assist in court trips, and have students visit their law firm, enabling students to see first-hand the inner-workings of a firm. Lawyers serve as role models and expose students to all law-related professions. The handbook provides a summary of the basic four-event Mentor program as well as of the activities and achievements of the lawyers, students, teachers, judges, and school officials involved the New York City and other Mentor programs around the country. (LH)

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The New York City Mentor Handbook

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The New York City

Mentor

Handbook

Tenth Anniversary Edition

1991

The New York City MENTOR Handbook

Judy Breck
Editor

MENTOR thanks CORPORATE PRINTING COMPANY, INC. for printing this Handbook,

and is grateful to Larry Posner and Ventura Software Inc., A Xerox Company, for producing this Handbook on a Xerox Docutech Publishing System.

The New York City MENTOR Program is sponsored b y The New York Alliance for the Public Schools and the Federal Bar Council, in cooperation with the Board of Education of the City of New York. This Handbook is published by the New York City MENTOR Program, Debra Lesser, Coordinator, c/o Martin Luther King, Jr. High School, 122 Amsterdam Avenue, New York, New York 10023.

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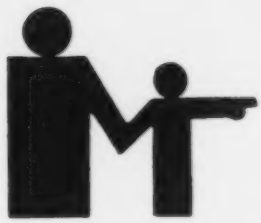
Contents



An Invitation	1
New York City Report	3
The Basic MENTOR Program	10
The MENTOR Moot Court	16
New York City Roll Call	20
National Report	29
The Pilot Project (How To Begin)	34
National Roll Call	41

THE PRESENTATION OF THE MENTOR BOWL (left to right) Thomas W. Evans, MENTOR Founder and Chair; the winning oralists Tracy McCormick and Leotis Sanders; their teacher Sonia Lerner; their lawyer coach William J. Natbony; and the co-presenter of the Bowl, William Lucas, Director of Liaison Services of the United States Department of Justice. (See pp. 16-19)

An Invitiation

MENTOR is now entering its tenth year. Based on independent evaluations, it has yielded significant benefits for participating students and lawyers. Each day requests are received from all over the country for further information about the program. We therefore extend this invitation:

To Lawyers

While our principal *pro bono* activity must remain the representation of indigent clients, we nevertheless have a significant duty to the public to explain our profession, the way the courts function and the opportunities and responsibilities afforded by the law. MENTOR is an ideal way to do this. We reach young minds, eager to receive information, guided by teachers skilled in law-related education. The added dimension which we bring to the process is practical experience. The heightened student interest makes possible results which could not otherwise be so readily attained. And yet the program requires very little time from lawyers, who simply explain what they do and permit students to watch while they work. Lawyers and other law firm employees find immense satisfaction in the program.

To the Schools

Law involves important areas of speaking, writing, and substantive knowledge. Students who intend ultimately to enter the profession find that they can now place their aspirations in a practical setting. In MENTOR, they also learn about vocations related to the law. But according to independent evaluations, the greatest benefits come to those students who had not intended to enter the law, or even go to college. After participating in the program, they have a greater interest in their studies, a greater respect for their teachers, and a greater understanding of their rights and responsibilities.

Please join us,

Thomas W. Evans, Founder

New York City Report

Ten Years Together in MENTOR

This York City Tenth Anniversary Edition of The MENTOR Handbook is a short summary of the activities and achievements of hundreds of lawyers, students, teachers, judges and school officials. Law-related education is continuing to produce positive results for schools and students. A growing factor in the field of law-related education, MENTOR is a project that works.

MENTOR works because it is doable for busy lawyers and overwhelmed schools. It works because it achieves its basic educational goals. And it works toward solving the toughest problems in education today: the minimizing of the potential of some students and the loss of others through "dropping out". In its first decade, MENTOR has become an outstanding precedent for the practical and useful participation of lawyers in public school education.

ROLL CALL

Many of the lawyers and educators who have created and led this program in New York City are shown above, assembled for a MENTOR metropolitan meeting. The key presentation at these luncheons, held twice a year, is the roll call when the lawyers and teachers from each MENTOR pairing report together, describing to the meeting their activities with students. The essence of MENTOR is the events at the school, the firm and the courts conducted by a particular law firm for a class at the school. The fall and spring metropolitan meeting roll call reports enrich the program citywide because new ideas are reported and general enthusiasm is shared.

The metropolitan meetings have been hosted since their inception by Mead Data Central, Inc. - LEXIS/NEXIS. A key theme of MENTOR is "the importance of lunch" -- and that includes the metropolitan lunches. MENTOR is grateful to Mead Data Central for making possible these crucial gatherings and the synergy of ideas and enthusiam generated.

"OUR KIDS" "OUR FIRM"

The language of the roll call reports at the metropolitan luncheons reveals a vital new partnership ingredient for MENTOR schools. Firm-school spirit is high. Lawyers commonly speak of "our kids" and the students of "our law firm". This highly positive relationship between professionals in the private sector and public schools

is a noteworthy precedent. It has been replicated by lawyers throughout the nation. (See "National Report" in this Handbook.)

MENTOR began with the pairing of five major law firms with a public high school in each of New York's five boroughs. In the basic MENTOR program, each law firm/high school pairing agrees to conduct four activities together over a semester or school year: the lawyers visit the MENTOR class at the school, the class visits the law firm, the lawyers take the students to court and an elective event (e.g. the citywide MENTOR moot court, or a mock bond hearing at the firm) is developed by the lawyers for the students. The conclusion of each event is a sandwich lunch at the law firm's offices. Today, 41 New York City law firms are paired with 41 public senior and junior high schools. The five original pairings, having worked together since 1982, remain enthusiastic participants.

A law firm is typically paired with a class (most often social studies, constitutional law, or a MENTOR elective) of 25 to 40 students. A lawyer may appear in a classroom to explain the legal aspect of some familiar event or to describe a case he has litigated. The lunch at the firm may be addressed by a former prosecutor who can lead the discussion about what the students observed in a criminal trial that morning. Or the firm's personnel director might explain, after the students had spent the morning touring the firm, how a job interview is conducted, or a paralegal might tell what he or she does. Speeches are kept to a minimum; questions, answers and informal conversation are encouraged.

MENTOR has been evaluated twice by the New York City Board of Education. The evaluations confirmed that MENTOR accomplishes its goals in acquainting students with the courts, the profession and the law. But the most important result may well be the immediate effect which the program has on the students' attitudes toward school. This was particularly pronounced in schools with the fewest college-bound students. As the first evaluation noted: "These students gave responses such as 'I respect my teachers more' and 'I watch everything more carefully now; I respect school rules.'". The second evaluation also showed that the program's goals had been met, and reaffirmed that the students believed that they had become more law-abiding.

The MENTOR handbook presents a description of the MENTOR program. It is designed to provide guidelines for the participating schools and law firms as well as an explanation of the program for potential participants.

INITIAL GOALS AND EVALUATION

Law influences every aspect of our lives. As a member of a family, as a worker, as an entrepreneur, as a taxpayer, each of us is affected by the law. Therefore, law-related education is of primary concern if students are to become participating citizens in today's society.

Knowledge of the American legal and political system is taught throughout the Social Studies curriculum. However, through observing how the courts and government institutions operate, students can gain a concrete understanding and appreciation of these systems. The MENTOR Program establishes a unique partnership between law firms and the New York City schools, providing students with a more realistic view of the legal profession. Young people have an opportunity to observe how lawyers and members of related legal vocations function in the day-to-day operation of the modern law firm. This program focuses on providing first-hand experiences for students.

The goals of the MENTOR program are:

- **to guide students to recognize the impact of the law on their daily lives;**
- **to make students more aware of the impact of the law on their daily lives;**
- **to increase students' knowledge and appreciation of the legal system of the United States;**
- **to provide information on possible careers in and related to the legal profession.**

The New York City Board of Education works closely with the MENTOR program. Shown at left with lawyers and teachers at a metropolitan meeting is Lloyd Bromberg (front left) who directs Social Studies for the New York City public schools. An architect and veteran of law-related education, Bromberg assisted lawyers at the inception of MENTOR to write a classroom curriculum for the program.

EVALUATION

The Evaluation Unit of the New York City Board of Education conducted a detailed investigation of the spring of 1983 five-pair pilot, at the request of those who had designed the program. The evaluation report contained the following observation:

"Students' perceptions of 'things they learned in MENTOR' correspond quite closely to many of the program's goals as stated in the MENTOR Handbook. The program has been successful in meeting these goals. Finally, the effect on some students' behavior that they attributed to MENTOR suggests that the program may be fulfilling an additional goal of teaching students to recognize the impact of the law on their daily lives."

While all five pairs accomplished the program's objectives, the school where the fewest students were college-bound (less than 40%), showed the most pronounced effect on the way students behaved in school. These students gave responses such as "I respect my teachers more" and "I watch everything more carefully now; I respect school rules."

In the spring semester of 1984, twenty-two law firms and New York City public schools were paired, directly involving 600 students in an expanded MENTOR. Actually, only eighteen of the participants were "law firms" in the technical sense of the word. The four others were: the New York City Corporation Counsel's office; the

lawyers of District Council 37 of the American Federation of State, County & Municipal Employees, AFL-CIO; the lawyers of the New York Civil Liberties Union and American Civil Liberties Union; and the Legal Department of J.C. Penney Company. There was a variation on the school side as well; three of the twenty-two participants were junior high schools.

The results of the New York City Board of Education's MENTOR evaluation during the program's second year once again were positive, with the assessment report stating: "All participating school-firm pairs believed overwhelmingly that the program's goals were achieved". In describing the impact of MENTOR on students who participated, the report continued with these important findings:

"Seventy-two percent of the students interviewed said that MENTOR had altered their attitudes toward the law. Some said MENTOR increased their desired to become attorneys. Others said that the program helped them to realize the complexity of the legal system in the United States and that law really was more fair than they had initially believed. While most students were now more interested in the legal profession as a career option, a few students indicated that after having participated in MENTOR they now believed that the law was too boring for them to consider it as a career choice. Interestingly, two out of the five students interviewed from the Manhattan school [where fewer than 25% of the students will attend a four-year college] believed that they had become more law-abiding as a result of MENTOR."

RESOURCES

Very little special preparation is required from participating firms. Expense is minimal. Typically, one senior lawyer supervises the program and a more junior associate or paralegal assists in the administration. Each firm has within its own practice and personnel the resources to make this program a dynamic model of law in action. When touring the firm, for example, an actual case can be used to show how the lawyers, legal assistants, text editors and other personnel work together toward a common objective. Similarly, the firm's managing clerk's office can be enlisted to insure that the various days in court offer the most interesting cases. Firms may want to use a case which they are litigating as the vehicle for observation. Certainly, the wealth of talent available in each firm – the former prosecutors, defense lawyers, specialists, and *pro bono* counsel – should be fully utilized. The chief judges of the courts involved in the MENTOR program have been most cooperative in insuring that the court visits will take place under optimum conditions.

JUDGES

The support and participation from judges and court personnel has been extremely meaningful to MENTOR in New York City. Over and over again, judges have addressed students from the bench and have invited them into chambers for private discussion with the class. At least one occasion is known when a case was settled before the students arrived for a scheduled court visit, prompting the judge to arrange for the lawyers to present their opening arguments for the benefit of the class. Judge Lawrence Warren Pierce of the United States Court of Appeals presided over two early citywide culminating events, and the judges of that Court will serve as the finals bench for MENTOR Moot Courts beginning in 1991.

As guides, as role models, as teachers of the law, the judges of the New York bench have contributed immeasurably to the success of the program in genuinely helping and inspiring the students who have met them through MENTOR.

Kenneth L. Henderson, a Robinson Silverman Pearce Aronsohn & Berman partner, is shown above presenting law day awards at Thomas Jefferson High School in Brooklyn. In 1991, the law firm's work with the high school through the MENTOR program received the prestigious Reliance Award for Excellence in Education – selected from submissions throughout New York City as the outstanding small business project in public education.

The Early Years

New York Law Journal

NEW YORK, WEDNESDAY, DECEMBER 19, 1984

22 Firms Take Part in Project

Interest of Public Schools In Law Thriving After 2 Years

By Daniel Wise

Measured by popular demand, a two-year-old program to expose students in New York City's public schools to the practice of law has proved to be a huge success.

In the spring of 1983 the program called Mentor began on a trial basis, linking five law firms with an equal number of high schools to introduce students to the workings of a law office and the Federal and state court systems.

Since that time, the program has been received enthusiastically in the schools and has attracted additional participating law firms. Last year it expanded to pair twenty-two firms with junior and senior high schools. This year, according to the founder of Mentor, Thomas W. Evans, of Mudge Rose Guthrie Alexander & Ferdon, said in a recent interview that he hopes the program will expand to thirty pairings.

50 Schools Waiting

The popularity of the program has spread so rapidly, Mr. Evans said, that more than fifty schools are waiting for firms to "adopt" them.

Students, teachers and administrators, he said, are anxious to have the program reach their schools as they hear stories about the excitement it has generated. As an example of the enthusiasm, Mr. Evans told how Davis Polk & Wardwell made a mistake in scheduling a tour for its class at Murray Bergtraum High School on a school holiday. Even so, he reported, the entire class showed up.

Mudge Rose had a similar experience, Mr. Evans said, after taking its class at Curtis High School to the U.S. District Court for the Eastern District of New York to attend part of the criminal trial of Boston College basketbal star Ernie Cobb on Federal charges of point-shaving for gambling purposes. In the days following the visit, the firm learned that the students had continued to follow the trial testimony by traveling on their own from Curtis on Staten Island to the courthouse in Brooklyn.

Free-Wheeling Sessions

A similarly high level of enthusiasm is consistently displayed in sessions the lawyers held with students, Mr. Evans reported. "The kids ask questions, if they are encouraged, almost as soon as lawyers begin their presentations," he said.

The sessions often turn into free-wheeling question-answer periods on all aspects of law practice, including, Mr. Evans said, how much money the partners making the presentations take home.

In responding to that question, Mr. Evans said dryly, "I gave them a range."

One teacher at Stuyvesant High School described the program, Mr. Evans reported, as "one of the most exciting experiences of her teaching career." For the lawyers participating in the program, Mr. Evans said, the experience has been equally gratifying. "The lawyers get a lot of satisfaction introducing the kids to new experiences, giving them their first exposure to a law firm and the court system."

These reports of student enthusiasm were confirmed in a recently completed Board of Education evaluation of the program. Overall, the attitudes of students participating in the program improved, the evaluation found, and the improvement among less academically prepared students was "especially marked."

Model for Other Programs

Since the program was formed in as a joint project of the Federal Bar Council and the Alliance for Public Schools, it has grown to include at least 600 students and a core of 100 lawyers, with an additional 200 to 300 lawyers making a less formal commitment, according to Mr. Evans. The Alliance is an organization that seeks to strengthen the public-education system in New York City by drawing upon the resources of the city's universities and corporate and professional communities.

In addition to its own growth, the program has become a model for other similar programs that either are underway or are just getting started in Arizona, Washington State and Washington, D.C. The Alliance, which is headed by Claire Flom, whose husband, Joseph Flom, is a senior partner of Skadden, Arps, Slate, Meagher & Flom, is also building on the Mentor model to start similar programs within the advertising and engineering professions.

Despite the rapid expansion of the program, Mr. Evans said it could expand even more radically if he had more volunteers. "Tomorrow I could send them out to another fifty schools," he said.

Mr. Evans described the task of recruiting additional firms as a difficult one. Law firms are "conservative" when its comes to trying something new, he said, and, while Mentor offers an opportunity "to make a real contribution to the community," it does not present the same type of training opportuniti s as more typical pro bono activities.

This year's program — Mentor's third — was launched last week at a working lunch at which representatives of the twenty-three firms and schools that have so far agreed to participate in the program scheduled dates when lawyers would visit the schools and when the students would take their field trips to the firms and courts.

Anne Kelly, associate director of the President's Council on Private Sector Initiatives, came from Washington for the lunch to personally recognize the schools and firms participating in the program.

The program had last year been awarded the Council's partnership-in-education flag, which recognizes joint ventures between the private and public sectors that succeed in improving the quality of public education.

To convey this recognition personally to the lawyers, teachers, princi-

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pals and students participating in the New York City program, Ms. Kelly presented individual partnership-in-education flags to the firms and schools attending the luncheon.

Program Outlined

In most cases, Mr. Evans said, firms are paired with schools that already have in place a law-related class, although in a minority of pairings a year-long course has been specially built around the Mentor program.

The firms participate in four events during the school year. First, the lawyers travel to their assigned school for an orientation session, then the students travel to the firm for a tour; and finally they take two trips to court. Under ideal circumstances, during the visits to courthouses the students will be able to see both a Federal and state trial, one criminal and the other civil.

After each of the latter three events, the firms provide lunch for their classes. In the informal atmosphere of a brown-bag lunch, Mr. Evans said, many of the firms' partners will stop by to chat with the students.

The program also offers a fifth, elective, session. Among the elective offerings is a session at which the Mentor lawyers are joined by a representative from Lexis in teaching legal writing and computerized research.

Lawyers from The Legal Aid Society have also agreed to teach an elective session on criminal law. In addition, lawyers from the Society have set up a "hotline" to answer inquiries teachers in the program may have about criminal law.

Teacher-Training Provided

The program also provides two teacher-training sessions to assist teachers in charge of the classes participating in the program. Last year former New York Court of Appeals Judge Jacob D. Fuchsberg taught a session on the Federal and state court systems, and Criminal Court Judge Frederic S. Berman organized a panel on criminal law consisting of a Legal Aid staff attorney, an assistant district attorney and a probation officer.

"The whole coloration of the program changes from firm to firm," Mr. Evans said. For instance, he said, Mudge Rose used its defense of the makers of the video game, Donkey-Kong, on charges that they had violated the trademark belonging to King Kong as a teaching device. The firm's tour was planned to show different components of the firm that contributed to the production of a brief in the case — the associates and partners involved, the library, the word-processing pool and the firm's print shop.

Skadden, Arps, used one of its *pro bono* cases in teaching its class, while Davis Polk & Wardwell focused on the work of its in-house video team which it has formed to record depositions.

The program often takes unexpected turns, Mr. Evans said. For instance, he recalled, one firm had brought its class to observe a trial being conducted before Federal Judge Robert J. Ward in Manhattan. When the case was settled just as the trial was about to begin, Mr. Evans recalled, Judge Ward prevailed upon the lawyers to go ahead with the case for an hour anyway to make sure the students got their day in court.

Many judges, he noted, have taken care to explain what was going on to the students durings breaks in the proceedings. And others have often invited the students into chambers to discuss the proceeding they had just observed.

Participants Listed

The firms participating in this year's program are Davis Polk, Chadbourne, Parke, Whiteside & Wolff; Skadden, Arps; Mudge Rose; Finley, Kumble, Wagner, Heine, Underberg, Manley & Casey; Debevoise & Plimpton; Breed Abbott & Morgan; Weil, Gotshal & Manges, Rogers & Wells; Hughes Hubbard & Reed; Cadwalader, Wickersham & Taft; Willkie Farr & Gallagher; Cahill Gordon & Reindell; the American Civil Liberties Union; District Council 37, American Federation of State, County & Municipal Employees, AFL-CIO.

Also, White & Case; J.C. Penney Company; Burns Summit Rovin & Feldesman; Cravath, Swaine & Moore; New York City Law Department; Stroock & Stroock & Lavan; Milbank, Tweed, Hadley, & McCloy, and Paul, Weiss, Rifkin, Wharton & Garrison.

Thomas Etter and Esther Koslow, associates in the Wall Street law firm of Cadwalader, Wickersham & Taft, showing the firm's law library to students from James Madison High School in Brooklyn.

The New York Times
March 22, 1983

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SHORT SUMMARY OF THE BASIC MENTOR PROGRAM

4 Events:

#1. Orientation - lawyers visit the school

#2. Law as a Profession (including related vocations) - students visit the school

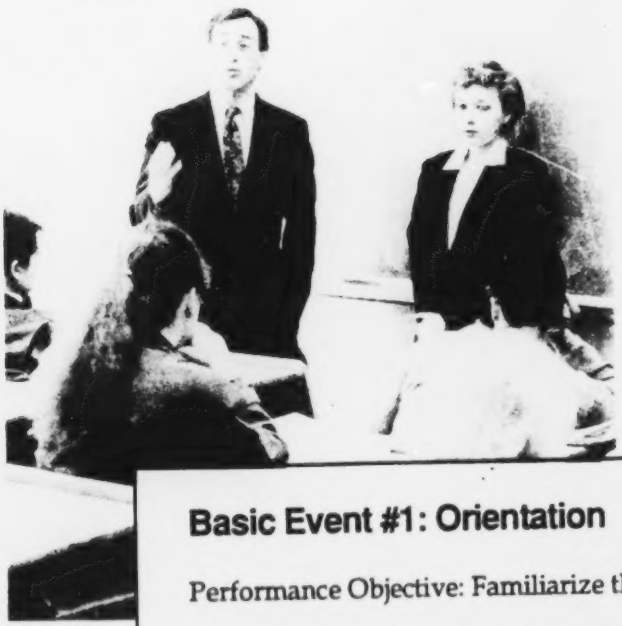
#3. A Day at Court

#4. Elective Event - lawyer in the classroom; legal writing and research; coaching moot court or mock trial; electives based on the sponsoring firm's specialties and talent.

These four events that compose the MENTOR program are described in detail in the following pages. Typically, MENTOR sessions will take place in the morning with students attending a debriefing over a sandwich lunch in a law firm conference room. The order and content of the various segments may differ with each firm, but each program should begin with an overview of the sponsoring law firm.

DURATION: Over the years New York City firms and schools have succeeded in most instances in completing the four basic events during one semester. But time constraints have been felt by lawyers, teachers and students – all of whom are busy. Some pairs have spread the program over the full school year. Frankly, the only significant limitation we have found in MENTOR has been the number of times students can miss other classes to participate. Two important guidelines are suggested based on this experience: 1) If you are to conduct the program during one semester, plan it before the semester begins and start early in the semester. 2) It probably enriches the program to conduct it in a more leisurely manner over an entire school year.

CONTINUOUS RELATIONSHIP: Straightforward and doable, the four basic MENTOR events have provided structure for helpful long-term partnerships between law firms and public schools. (Over 20 of the New York City pairings have worked together in MENTOR for more than 8 years.) After conducting the Basic MENTOR Events for a year or two, most pairings take on a character of their own based on ways the lawyers develop to tailor events for the students at the particular school with which they are paired. Although entering the competition is voluntary, the MENTOR Moot Court has attracted the great majority of the firm/school pairings. The Moot Court brings MENTOR's participants together on a citywide basis, provides lawyer to student teaching of oral skills, and generates a high level of enthusiasm among students, lawyers and teachers.



Orientation in a Curtis High School classroom is conducted by Mudge Rose's Thomas N. Kendris, who served in the New York District Attorney's office, and legal assistant Margarida Debrito (both Curtis High School graduates).

Basic Event #1: Orientation

Performance Objective: Familiarize the MENTOR partners with each other.

A one-hour student orientation is planned as a lecture symposium at the school. One or more representatives of the sponsoring firm will describe the program and will speak generally about the legal profession. In addition to recruiting and motivation, the principal purpose of the orientation session will be to explain the operation of the MENTOR program and familiarize students with their role in the program. Basic information includes location and description of the sponsoring firm, distribution of schedules, enrolling students and giving them an overview of the program.

Law firm personnel attending this session should include the attorney in charge of the program and the lawyer or legal assistant who will be administering MENTOR for the firm.

Attorney Joshua T. Rabinowitz, who directs activities for the Paul Weiss firm's MENTOR program, addresses students in a classroom during orientation at Tilden High School (right).

Basic Event #2: Law as a Profession

Performance Objective: Students will be able to: describe the various careers involved in the practice of law.

This first meeting at the sponsoring firm will begin with a tour by the students, who will receive information concerning the many different vocations involved in the law, including: attorneys, legal assistants, secretaries, messengers, printers, librarians, administrators and compute staff. Students should be allowed to observe the different offices, in-house print shops, word processing equipment and computers, and the law library. (Computer research techniques, such as LEXIS, should be also demonstrated, unless the firm decides to include the Legal Research elective described below.) Although some personnel involved in the operation of the firm may give brief talks, the attorney tour guide should conduct the bulk of the briefing. Upon completion of the tour, a conference room discussion of the different aspects of the practice will be undertaken. An informal sandwich lunch should be served during this discussion.

Students from Phillippa Schuyler Intermediate School are shown on tour at Summit Rovins & Feldesman, in the library (above) and at a word processing station (below).

Debevoise & Plimpton litigator T. Edward Tighe briefing students before a trial gets underway in state court.

After witnessing proceedings in his courtroom in the Eastern District of New York, students meet in chambers with United States District Judge Henry Bramwell.

Basic Event #3: A Day at Court

The event can be a visit to either federal or state court, or to any other court selected by the law firm. A second court visit can serve as an elective event.

FEDERAL COURT: Performance Objective: Students will be able to: (1) compare and contrast the functions of the various levels of the Federal System, and (2) explain the role of the Federal Courts in interpreting the Constitution.

The students, accompanied by a lawyer from the sponsoring firm, will visit Foley Square or Cadman Plaza to tour the various Federal Courts. Arrangements should be made for the students to view a trial or an appellate argument. A brief advance inquiry (often by a firm's managing clerk) can often ensure interesting subject matter. Where possible, the students should speak with a judge.Afterwards, the students will again meet in a law firm conference room to hear presentations and discuss the Federal court system. The various levels of the federal system will be described including the jurisdiction and function of each level.

STATE COURT: Performance Objective: Students will: (1) trace the steps in the criminal justice process, (2) explain the importance of the major steps in the criminal justice system, and (3) define due process and explain how it protects the rights of the accused.

The students, accompanied by a lawyer, should tour the state courts, where they would focus principally on the movement of cases through the criminal law system. They will probably have time to view only one event in detail, such as a trial or an arraignment. But they should also be shown where other major events in the process take place.Back at the firm, the luncheon conference should then center upon an examination of the criminal justice system, with an overview of the steps in the criminal justice process in New York State. Short talks by attorneys who were former prosecutors and counsel for the defendants in criminal cases would be another aspect of this conference. Another item for discussion should be the protection of the rights of the accused and the considerations which enter into the enforcement of criminal statutes.

ORAL SKILLS: Coaching the Moot Court and Mock Trial Teams. The MENTOR Moot Court is an elective portion of the program, however if a school participates it is mandatory that lawyers from the firm coach the students so they can compete fairly against other lawyer-coached student attorneys. In addition to coaching for the Moot Court, many firms have provided lawyers as coaches to the schools with which they are paired in MENTOR for the annual spring Mock Trial competition conducted by the New York State Bar Association. Lawyers who take part report often spectacular development of oral skills and impressive poise and confidence in the performance of the students they train – a benefit to education of young people which attorneys are uniquely equipped to offer.

Basic Event #4: Electives

Legal Writing and Research. This component can be held in classroom or at the firm, preferably at the latter location. Students should be introduced to legal writing and research. Mead Data Central has developed a LEXIS module, providing instruction in computer-assisted research, and describing the occasions most suitable for its use. To make arrangements for a Mead Data Central representative to present a LEXIS demonstration for students, contact MENTOR Coordinator Debra Lesser (see page 25 of this Handbook).

Internships. Initially, the founders of MENTOR felt that hiring one or more students from the school paired with a firm might disappoint students not hired. Although summer or after school internships are not officially part of MENTOR, through the years they have frequently been established voluntarily -- especially after a firm and school have worked together in MENTOR over several years.

Electives Based on Firm Specialties and Talent. Many examples of original electives developed by MENTOR firms for their schools can be found in the Rollcall section of this Handbook.

Lawyer in the Classroom. In its simplest form, this involves a visit to the school by a lawyersto speak on an assigned topic. Often this precedes a court visit or it may involve a specialist or public figure who is a partner in the firm. at right, Louis Klieger, as part of the MENTOR program of the New York County Lawyers Association, addresses a class at Seward Park High School in Chinatown.

Photo by Faye Ellman

THE IMPORTANCE OF LUNCH

Where possible, the MENTOR components include a discussion over lunch after the event. Sandwiches in a conference room at the firm are the norm.This enables the students to learn more about that day's activity and to set in mind concretely the lessons learned. The informal setting encourages active questions and answers. Law firm personnel are encouraged to attend lunches on later MENTOR visits, even after their assigned topics from earlier events are no longer focal points of discussion. The opportunity to observe role models and to exchange information in a relaxed atmosphere are key to the program.

(Above) Nixon Hargrave attorney Christopher M. Paparella prepares to hand another tray of sandwiches to students from Shell Bank Intermediate School. (Below) partner Robert S. Green, joins them at the conference room table for lunch and discussion.

The MENTOR Moot Court

Begun in 1985 as a citywide event to bring the schools and firms participating in MENTOR together once a year, the MENTOR Moot Court has developed into a collaboration between lawyers, students, Fordham Law School, the Federal Bar Council and the United States Court of Appeals which gives the young people who participate authentic, challenging, exciting contact with the judcial process. The competition is voluntary, but has attracted an increasing percentage of the firm/school pairings each year.

Fordham University School of Law Hosts MENTOR Moot Court

In 1988, the fourth annual MENTOR Moot court competition was held at Fordham Law School, directed by Seton Hall Law School Professor Paula A. Franzese, with the assistance of Seton Hall and Fordham law students. The Fordham Moot Court Board assumed full sponsorship of the Moot Court the following year, has now created an editorial position for MENTOR, and is responsible for writing the problem annually and for administrating the competition. Fordham Professor Russell Pearce serves as faculty advisor for the development of the problem.

The MENTOR Moot Court hears student attorneys in the format of the United States Supreme Court, before judges who are lawyers and law students. They argue from the hypothetical record prepared by the Fordham Moot Court Board. Student attorneys are limited to the record, in a competition which stresses oral skills and mental agility. Lawyers from firms paired in MENTOR discuss what students prepare and coach them on technique, but are prohibited from doing research or writing briefs.

Two teams of four students each, one to argue for plaintiff and the other for respondent, are entered by schools in the

Photo by Faye Ellman

1990 MENTOR MOOT COURT DURING THE FINALS HELD IN THE MOOT COURT CHAMBERS AT FORDHAM. In the foreground is the winning James Madison High School team: (left to right) Tracy McCormick, Rita Sansotta, Leolis Sanders and Adam Schwartz. The bench: Seton Hall Law Professor Paula A. Franzese; former United States Magistrate Shira A. Scheindlin, chair of the Federal Bar Council MENTOR Committee; Judges of the Criminal Court of the City of New York Zachary Carter (presiding) and Mary M. Davis; and, William Dahill of the Fordham Moot Court Board.

preliminaries. Two student attorneys on each team are oralists. The MENTOR Bowl is awarded to the champion and remains for a year at the winning school.

Federal Bar Council

The Federal Bar Council has been a co-sponsor of the MENTOR program since its inception in 1982. The Council is an association of litigators and judges in the Second Circuit of the United States Court of Appeals, with more than 2,000 members. The Council has been a major factor in recruiting law firms to participate in MENTOR, through individual members and its MENTOR Committee.

Former United States Magistrate Shira A. Scheindlin serves as chair of the Federal Bar Council MENTOR Committee. Under her leadership, arrangements are made for the judges of the Moot Court, with the enlistment of lawyers from MENTOR firms for the preliminary rounds. These panels also include law students who are members of the Fordham Moot Court Board.

United States Circuit To Judge 1991 Moot Court Finals

Chair Scheindlin of the Federal Bar Council MENTOR Committee has announced a new aspect for the Moot Court: the two teams of student attorneys who reach the finals in the fall of 1991 will present their arguments before a panel of Judges from the United States Court of Appeals for the Second Circuit, sitting in the Federal Courthouse in Foley Square in Manhattan.

Chief Justice Warren E. Burger Comments on MENTOR

In 1987 the MENTOR Moot Court was officially recognized by the Commission of the Bicentennial of the U.S. Constitution as "of exceptional merit with national significance and substantive educational and historical value."

Chief Justice Warren E. Burger, who chaired the Commission commented on MENTOR (in School Safety, Winter 1986): "It was encouraging to learn that the National School Safety Center is promoting nationwide the MENTOR program of the Federal Bar Council and the New York Alliance for the Public Schools. The MENTOR program matches law firms with schools, and the firm then sponsors events for the students of its 'adopted' school, including classroom lectures and visits to the law offices and courthouse... This kind of individual involvement has a positive character that affirmatively promotes responsibility and good citizenship, as the students learn about our legal system and our forms of government. Lawyers are and ought to be role models for good citizenship in a safe school environment. Justice Benjamin N. Cardozo once observed, 'There is education in books, but education in life also; education in solitude, but education also in the crowd; education in study, but education even greater in the contagion of example.' I agree with Justice Cardozo that 'values of honesty, integrity, tolerance, responsibility, and respect for the law, self and others' can be learned from the 'contagion of example'."

The Roster of the Fall 1990 MENTOR Moot Court Competition

Bayside/Chase Manhattan
Murry Bergtraum/Davis Polk
Bryant/Chadbourne Parke
Central Park East/Anderson Kill
Curtis/Mudge Rose
John Dewey/Shearman & Sterling
Forest Hills/Hughes Hubbard
Fort Hamilton/Milbank Tweed
Humanities/Debevoise & Plimpton
Jamaica/White & Case
John Jay/Squadron
Jefferson/Robinson Silverman
JFK/Weil Gotshal
Lane/Dornbush
Lehman/Rogers & Wells
Lewis/Proskauer Madison/Cadwalader
August Martin/Reid & Priest
Newtown/Winston Strawn
Port Richmond/Cahill Gordon
Sheepshead Bay/Simpson Thacher
Stevenson/Willkie Farr
Stuyvesant/Cravath
Norman Thomas/SDNY
Tilden/Paul Weiss
Truman/Stroock
Van Buren/Winthrop Stimpson
Wingate/Kenyon & Kenyon

The author of the article on these two pages, which was published by the James Madison High School AMICUS LAW JOURNAL, is shown above addressing the National MENTOR meeting held in Washington, DC in January 1991.

MOOT COURT

By Leotis Sanders, 1990
New York City MENTOR
Moot Court Champion and
First Place Oral

This year the James Madison High School Law Institute once again excelled when it won the Mentor city-wide Moot Court championship. This is the second time in six years that Madison has won the Moot Court competition, and this year was an even greater victory because two members of Madison's winning team were invited to Washington, D.C. to speak on the Moot Court experience and meet the Vice President of the United States, the honorable Dan Quayle.

Moot Court is but one of the activities of the Mentor program, a city based organization made up of law teachers, law firms and lawyers, and local politicians who construct activities to give young people a close-up view of law and government. Moot Court is a simulation of the appeals process in our court system. The Moot Court committee makes up a case based on recent actual cases and constitutional issues. This year the issue was of mandatory drug testing of high school students primarily and had a secondary issue of censorship as it pertains to students.

Recognizing that preparation was key to winning, the Law Institute senior class went right to work from the very beginning of the year. First, we had a practice Moot Court in class, breaking the class into groups with each group acting as a lobby. This was very beneficial because it permitted us to select our best speakers for the role of the actual attorneys. It also allowed us to determine who would fill the important roles of co-counsel. The co-counsel role was to advise the speaker about the law involved in the case and necessary legal citations. Once the selection process was completed and we had our team, it was time to start writing our briefs and practicing for the actual competition.

Moot Court rules require that each school have two teams, one for the plaintiff and one for the respondent. Our plaintiff side (those who were bringing suit on the grounds of breach of their Fourth and First Amendment rights) consisted of counsels Rita Sansotta and Adam Schwartz. Our respondent side consisted of Tracy McCormick and myself as counsels and Matthew Eisenberg and Mark Spielvogel as co-counsels.

Under the expert tutelage of Bill Natbony, the lawyer from Cadwalader, Wickersham & Taft, and the Law Institute's mentor, Mrs. Lerner, the team practiced hard at perfecting our presentation. This included countless hours to rewrite our speeches and reading them to Mrs. Lerner and

each other. Mr. Natbony's help was invaluable when it came to the practical aspects of being in and addressing the court, as well as all the subtle aspects which helped us to be more professional.

FINALLY THE DAY ARRIVED FOR OUR COMPETITION.

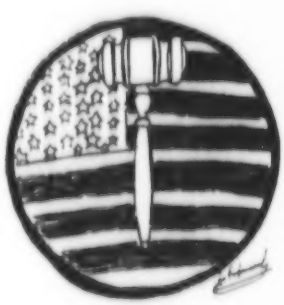
Everyone was very excited. We gave our speeches and the judges asked their questions. Both sides of the Madison team did well. Then the time came to announce the winning team for that day, the team that would meet the winning team from the previous day in the championships. While we were sure we did well, we did not know if we had clinched the top spot. They announced the third place winner, and then the second place winner. I distinctly remember someone saying "We didn't even make the top three!" But then they announced the winner - James Madison. We were in hysterics. That day we left victorious, but we knew we had won a battle, not the war. Our greater task lay before us. In two weeks we would face the team from Franklin K. Lane. Since they had scored higher than we did in the preliminary rounds they were given the option to choose the side they wanted to represent. They chose the plaintiff, which simply meant that we would represent the respondent - the side I was on.

That two weeks was one of the most intense of my life. We went to the law firm and were filmed making our speeches. Bill Natbony and another attorney from the firm took a great deal of time questioning us and pointing out the flaws in our speeches and deliveries. Mrs. Lerner was frantic in her desire to make sure that the team had time to perfect our speeches. In no time at all the day arrived.

We were all very nervous. What added to our apprehension was the fact that the first round was judged by a group of lawyers who acted as judges and questioned us. But today, four real State Supreme Court justices and several law professors would act as the United States Supreme Court. After a two hour wait (we got there early) which added to our nerves, the competition began. The other side made a great case against us in their speeches and they answered the questions well. When the time came for the Madison team to perform we were the picture of professionalism and confidence. We used all the skills taught to us by Mr. Natbony and Mrs. Lerner in the past few weeks. We answered all the questions well. In an hour it was over. The judges retired to make their decision. We were silent as we waited. In a few minutes they returned. The defense had won. The courtroom, which was filled with Madison onlookers, burst into cheers. After the cheers quieted down, I received a special bonus as the best orator of the competition. It was truly one of the greatest days of my life and I shall never forget it.

Two weeks later we got a call saying that there was to be a special meeting in Washington, D.C. at the National Press Club to inaugurate the National Mentor Program. Mrs. Lerner, Mr. Natbony and Ms. Castelloti from Cadwalader, Tracy McCormick and myself were invited to attend and to speak about our Mentor experience. We were honored to represent James Madison, the Law Institute, our teammates and the New York Mentor program. But the definite high point was when we went to meet Dan Quayle at the home of the Vice President on the outskirts of Washington, D.C.. I cannot put into words the exhilaration I felt upon meeting him. It was a true privilege.

The Moot Court experience was, I feel, a great one for the senior law class of Madison. Not only did it offer us insight into how the law works, but it also gave us all a taste of the profession most of us hope to pursue. Perhaps more importantly it taught us the benefit of teamwork and gave us an experience we shall carry with us always.



AMICUS LAW JOURNAL JAMES MADISON HIGH SCHOOL

Brooklyn, NY 1991

1990-91 New York City MENTOR Roll Call

ABC/Capital Cities/ Edward R. Murrow High School

Led by attorney Charles Stanford, the Legal Affairs department serves as the MENTOR firm to an Entertainment Broadcast Law Class involving more than 70 students. The school was named for a pioneer television commentator and its theme is communication arts. MENTOR trips, speakers -- and of course videos -- are featured in showing students legal activities related to visual media.

Anderson Kill Olick & Oshinsky/Central Park East Secondary School

Partner Jordan Siev directs a full program of basic MENTOR activities, along with an innovative monthly visit by lawyers to the school to discuss "Current Events" -- including highly publicized legal matters such as the "Two-Live Crew" censorship case and the "Central Park Jogger" trial.

Brown Raysman & Millstein/Andrew Jackson High School

Along with many other activities over the school year, Jackson students spent a full day at BR&M, with virtually everyone at the firm taking part. LEXIS provided a software demonstration. Students heard talks from secretaries and legal assistants as well as lawyers. They met with the partners, including Richard Raysman who brought MENTOR to the firm last year.

Cadwalader, Wickersham & Taft/James Madison High School

One of the five founding pairings of MENTOR, the firm and school have worked together since 1982. In addition to the regular MENTOR activities, in 1991 the firm provided the incentive for the naturalization ceremony held at the school on May 1, Law Day -- the first time this type of ceremony has been held at a public high school in New York City. In the fall of 1990, Madison students, for the second time since its inception, won the citywide MENTOR Moot Court competition.

Cahill Gordon & Reindel/Port Richmond High School

MENTOR was brought to the firm eight years ago by Federal Bar Council trustee P. Kevin Castel, the Cahill partner who has directed the program through dozens of excellent activities with Port Richmond through the years. Highlights last year were frequent visits by lawyers to the school to speak to law classes and several student tours of the law firm.

Carter Ledyard & Milburn/Springfield Gardens High School

This pairing began in the fall of 1990. Attorney Drake Colley spoke to several law classes at the school, presenting reasons for becoming an attorney and how students should start preparing themselves for a career in the law. Soon thereafter a class visited the firm to become acquainted with their new MENTOR and enjoy a "delicious buffet lunch."

Chadbourne & Parke/ William Cullen Bryant High School

Being in Court was the experience throughout the year for Bryant MENTOR students. They benefitted from extensive coaching by Chadbourne lawyers for both the Moot Court and Mock trial. They were taken to the Appellate Court and, during a trip to the Southern District of New York, met with Judge Robert W. Sweet. They also toured the firm offices and met with lawyers and staff over lunch.

Chase Manhattan Bank Legal Department/ Bayside High School

The visit to "the firm" for Bayside students means a trip to the bank, and the unique opportunity of viewing computer operations at Chase. Lunch discussions explore legal matters related to the world of banking. Lawyers Marianne Sender and Warren Stone supervised the pairing in this, its first year in MENTOR.

Cravath, Swaine & Moore/Stuyvesant High School

This venerable pairing, which began in 1983, has included two MENTOR Moot Court championships. This year's federal court trip featured sitting in on two trials.

During recess for one, Judge Morris E. Lasker met in chambers with Stuyvesant students to discuss his role in the judicial system.

Davis, Markel & Edwards/James Monroe High School

Partner Steven M. Edwards brought the firm into the MENTOR program last year, and a full program of events has been conducted with Monroe students. Next year a Law Day is planned, with "law booths" describing the effects of the law on daily life.

Davis Polk & Wardwell/Murry Bergtraum High School

One of the five founding pairings, MENTOR was introduced to the firm by then president of the Federal Bar Council, Robert B. Fiske, Jr.. Many interesting events have been conducted in this match of a firm which has one of the nation's great corporate practices with a school designed to prepare students for business careers. During a school year, the firm hosts several all-day seminars for students, the most recent on the usage of LEXIS.

Debevoise & Plimpton/ High School for the Humanities

Partners Joseph Barbash and John S. Kiernan have guided the pairing since its inception eight years ago. This year's tour of the firm was interrupted by a "mock crime" and students were asked to describe what happened, leading to a discussion (over lunch) of how difficult it can be to question an eye witness. Hundreds of Humanities students have benefitted over the years from the energy and creativity D&P lawyers have contributed to their MENTOR school.

Dewey Ballantine/ Martin Luther King, Jr. High School

This year DB lawyers provided the first known bilingual MENTOR component, including a special section of the firm tour for bilingual law students. Law teachers are often provided cases for law classes by DB lawyers, in this mature MENTOR pairing. Last fall nine lawyers visited six law classes and a comprehensive law firm tour was provided for students from King.

Dornbush Mandelstam & Silverman/Franklin K. Lane High School

The firm has worked with gratifying results for several years with SOAR, a drop-out prevention program at Lane. DM&S also conducts MENTOR with a law class at the school, and provides an internship at the firm each semester. DM&S/FKLHS placed second in the 1990 citywide MENTOR Moot Court.

Hughes Hubbard & Reed/Forest Hills High School

A demonstration of MENTOR school-firm ties that develop took place on June 24, 1991 (long after school was out for the summer). At the invitation of the lawyers, eighteen Forest Hills students on summer vacation came down from Queens to view the new offices where the firm had just moved. The fine work of HH&R with Forest Hills has continued since 1983.

Kenyon & Kenyon/ George W. Wingate High School

As this pairing has worked together over the past two years several K&K lawyers have coached the Moot Court and Mock Trial teams, with students visiting the firm's offices to work on the critical thinking and speaking skills required for success in the courtroom. The teacher reports, "The intense interaction which characterized all of these sessions clearly contributed to the intellectual and personal growth of our young men and women. It gave them a strong sense of confidence which was quite evident during the competition against teams with far more experience."

Latham & Watkins/ Aviation High School

In the first year of the pairing, the basic MENTOR events were conducted. As has become an increasing custom at schools in the program, lawyers from their firm visited the school on Law Day, May 1, and addressed the students in their assembly.

Lord Day & Lord, Barrett Smith/High School of Graphic Communication Arts

Already active in law-related education, the firm was brought into the MENTOR program several years ago by partner William O. Purcell. Along with basic MENTOR events, the pairing includes individual

mentees who visit their mentors at the firm on a weekly basis.

Milbank, Tweed, Hadley & McCloy/Fort Hamilton High School

Entering its third year, this pairing is headed at the firm by Adlai S. Hardin, Jr. Along with participating in basic MENTOR events, the school has developed a new Lawyers in the Classroom project which includes visits by Milbank lawyers at various times. The firm provides a summer internship for a Fort Hamilton student.

Morgan, Lewis & Bockius/Julia Richman High School

This first year of this MENTOR pairing included a trip to criminal court with background briefings on courtroom procedures by four LM&B lawyers. After a visit to the firm and a conference room luncheon with lawyers, their teacher reported, "As we were leaving your building, the conversation of the students clearly indicated that they were most impressed by the graciousness of your staff and the feeling that Morgan, Lewis & Bockius was interested in their education and future."

Mudge Rose Guthrie Alexander & Ferdon/ Curtis High School

One of the five founding pairs of MENTOR, Mudge and Curtis have been frequent court attenders over the past decade. This year US District Judges John E. Sprizzo and Michael B. Mukasey and NYS Supreme Court Justice Frederic S. Berman met with students during court visits. Something new for the pairing were remarks delivered during a lunch at the firm by a Member of Parliament from London, Jonathan Aitken. A barrister, he talked with the students about the British legal system and took questions on the monarchy.

New York County Lawyers Association/ Seward Park High School

This pairing was undertaken in the fourth year of MENTOR as a method for making it possible for single practitioners to take part in MENTOR – and it has achieved many fine results. The Association hosts annual events at its historic "Home of Law" on Vessey Street. Throughout the year many Association members participate in classroom events at this large, multinational high school in Chinatown.

Nixon, Hargrave, Devans & Doyle/Shell Bank Intermediate School

Four trips by seventh and eighth grade classes to the firm initiated this pairing, which began this school year. The firm visits were held on four Fridays, for different groups of seventh and eighth graders; each ended with a pizza lunch in a conference room. Lawyers also travelled to the school to speak to an assembly of students and guests. Enthusiasm is high among lawyers, teachers and students for the opportunity to begin with students before they go to high school, as has proven productive and enjoyable in other junior high level MENTOR pairings.

Paul, Weiss, Rifkind, Wharton & Garrison/ Samuel J. Tilden High School

This is veteran pairing that has included a strong Lawyer in the Classroom elective over the years, to complement court trips and visits to the firm. To help Tilden student attorneys prepare for the 1990 MENTOR Moot Court, Paul Weiss formed a practice panel of associate lawyers to act as judges and videotaped the students' arguments for review and critique.

Proskauer Rose Goetz & Mendelsohn/Francis Lewis High School

The pairing completed the basic MENTOR events, and added several more. An example of the dynamic creativity of PRG&M/FLHS is the new curriculum for a course in Women in the Law, which lawyers helped to develop and which will include speakers from the firm as part of the teaching.

Reid & Priest/ August Martin High School

A high point of the year was a court visit last spring to the United States Court for the Second Circuit to hear the argument on appeal on a judgment the firm had won in a *pro bono* case against the City of New York. Students were briefed beforehand by the lawyers who had handled the matter. The fall firm tour included luncheon presentations by four lawyers about the work of various legal departments.

Robinson Silverman Pearce Aronsohn & Berman/Thomas Jefferson High School

Beginning together in developing a law program at Jefferson, this MENTOR pair has achieved much in four years. Under the leadership of partner Kenneth L. Henderson, the firm conducts the basic MENTOR events, and many innovations, including: publishing the *Examiner*, the Law and Social Science Journal; a speech by a lawyer at the Women's Rights Assembly; and presentation of Law Day Awards to the students. In 1991, RSPA&B's MENTOR program was selected from submissions throughout New York City as the outstanding business project to receive the prestigious Reliance Award for Excellence in Education.

Rogers & Wells/ Herbert H. Lehman High School

The basic MENTOR events have become staples of this veteran pairing. In the fall of 1990 they fielded there first MENTOR Moot Court team and placed third in the city-wide competition. Over twenty lawyers participated in coaching the novice Lehman team, in weekday, weekend and holiday and after school sessions held both at school and the firm. "Wait 'til next year!"

Shearman & Sterling/ John Dewey High School

The school was an early pioneer of law-related education. Its MENTOR report points to the important benefits of informal counselling and advice students receive from lawyers during MENTOR activities. The firm has provided materials for curriculum development to members of the Social Studies Department. And, as the school further reports: "To show its commitment to John Dewey, Shearman & Sterling for the past few years has hired a John Dewey High School Student as a summer intern, providing each student hired with invaluable firsthand knowledge of how a law firm of that size operates, as well as some of the funds necessary to pursue an education in the law."

Simpson Thacher & Bartlett/Sheepshead Bay High School

The final event in 1991 for Sheepshead students was a two-meal firm tour that included breakfast and lunch. On five occasions during the year, lawyers went to the school to serve as guest speakers in classes. Partner Richard I. Beattie initiated the pairing, which has worked together in MENTOR for five years.

Skadden, Arps, Slate, Meagher & Flom/ Benjamin N. Cardozo High School

One of the five founding pairings of MENTOR, the firm and school have conducted a variety of events during their nine years together. In 1985, partner William Hughes Mulligan presided as Chief Judge of the first MENTOR Moot Court. Firm Counsel Jeremy A. Berman currently directs activities with this outstanding high school in Queens.

Squadron, Ellenoff, Plesent & Lehrer/ John Jay High School

The school has a law and justice theme and major law-related education programs and facilities. The Squadron firm has added direct participation by its lawyers with students as the pairing has conducted MENTOR events over the past two years. A special advantage in this involvement is that Neal M. Goldman, the Squadron partner who directs the pairing, lives less than a block from the school and is able to make himself a frequent visitor to law classes.

Stroock & Stroock & Lavan/Harry S. Truman High School

Eight successful years of completing all basic MENTOR events mark this model pairing, directed at Stroock by Liz Kaufer of the administrative staff and partner Richard H. Block. The school reports: "Stroock's lawyers have become role models for Truman students. Students are encouraged by others to seek out specific members of Stroock for advice and assistance. There is a waiting list to go on our visits so that the students can have lunch and speak with a favorite attorney."

Summit Rovins & Feldesman/Phillippa Schuyler Intermediate School

For eight years seventh and eighth grade students have taken part in all the MENTOR basic events through their pairing with the Summit firm. Maxine Margo of the administrative staff coordinates events

and has presented various topics at the school this year. Visits to a mail fraud trial and the U.S. Court of Appeals were conducted. Although too young for the competition, students were briefed by the firm on the issues of the MENTOR Moot Court competition.

US Attorneys Southern District of New York/ Norman Thomas High School

Under the direction of Federico E. Virella, Executive Assistant U.S. Attorney's Office, and Assistant U.S. Attorney Victor Olds, a schedule of presentations for a "Problems in American Democracy" class was completed by volunteer U.S. Attorneys. Students were encouraged to ask questions. The U.S. Attorneys also took the students to visit courts and the F.B.I.

Weil, Gotshal & Manges/John F. Kennedy High School

One of the five founding pairings of MENTOR, firm and school conduct various firm and court trips in the fall. Weil Gotshal lawyers have provided extensive coaching over the past year for both the fall MENTOR Moot Court and the Mock Trial Team completion in the spring. Teacher Jack Sexton has worked with MENTOR since the first planning meeting in December of 1982.

White & Case/ Jamaica High School

Partner Kevin F. Bernard and a team of eight associate lawyers lead the firm's MENTOR activities. To help students prepare for the Mock Trial this year, a "dress rehearsal" was conducted in the courtroom at W&C's Litigation Support Center. Former NYS Judge Bernard H. Jackson, now of counsel to the firm, presided. The teacher reported: "The students profited greatly from this stimulation. Judge Jackson gave them excellent pointers on trial techniques, as well as giving them great confidence in their abilities."

Willkie Farr & Gallagher/Adlai Stevenson High School

This was a new pairing last year, led at the firm by partner Deborah E. Cooper, working with the John Marshall Institute of Law at the school. Lawyers spoke at the Institute on topics including First Amendment rights with regard to flag burning and the rights of the homeless. Other MENTOR events included a tour of the firm and luncheon for the senior law class in March. The Willkie partners provided a $500 scholarship for a graduating senior.

Wilson, Elser,Moskowitz, Edelman & Dicker/ Morris High School

This active new pairing conducted numerous attorney visits to the school and a class visit to the firm. A tour for students was led by lawyers to the Bronx House of Detention. The firm has provided texts of cases and commentaries for classroom study.

Winston & Strawn/ Newtown High School

The pairing began last year and has conducted each of the basic MENTOR events. Partner Robert Scott Edmonds reports that the Moot Court competition brought satisfaction and excitement for the pairings first-time entry, placing second in the preliminaries. Edmonds said, "Our kids did very well in Moot Court, but we didn't have to come back for the final argument -- and we were happy about that, as well."

Winthrop, Stimson, Putnam & Roberts/ Martin Van Buren High School

For the past two years the firm has sent a cadre of female lawyers and legal assistants to talk with students during Van Buren's "Female History Month." In the spring of 1991, a half dozen WSP&R partners and associate lawyers coached Van Buren's first team ever to compete in the NYS Mock Trial -- through the intensity of preparation for ten victorious rounds of competition, until they were eliminated in the New York City semifinals (by the team that won third in the State of New York).

Administration and Expansion

New York City MENTOR Coordinator Is Debra Lesser

MENTOR is being coordinated in New York City by Debra Lesser of the Justice Resource Center, a 501(c)(3) foundation which was set up at the recommendation of the Commission which established the High School for Law and Justice located at Martin Luther King, Jr. High School near Fordham Law School and Lincoln Center in Manhattan.

Shown (left and right) at a planning meeting for the 1991-92 school year are Shira A. Scheindlin, Chair of the Federal Bar Council MENTOR Committee, and Debra Lesser, New York City MENTOR Coordinator.

Join Us!

In New York City there are 120 public high schools and 179 public junior high schools. Of these, in the fall of 1991, 38 high schools and 3 junior high schools have lawyers to work with them in MENTOR. There is much to be done.

Over its first decade, the program has proven that it works well in diverse settings. Large and small law firms, lawyers in corporate and government legal departments, and single practitioners through the New York County Law Association have conducted outstanding MENTOR programs. MENTOR schools vary broadly in academic focus and are located in every borough of the City. The MENTOR lawyers paired with junior high schools argue that starting younger is especially effective in motivating and directing students.

The waiting list of schools is long. To obtain more information about enrollment, contact:

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The photograph above was taken on October 25, 1988 at the ceremony to inaugurate the High School Institute for Law and Justice. Shown are (left to right, with 1988 titles) BACK ROW: Schools Chancellor Richard Green, Police Commissioner Ben Ward, Mayor Edward I. Koch, MENTOR Founder Thomas W. Evans, Martin Luther King, Jr. High School Principal Caesar Previdi, and Institute Director Debra Lesser; FRONT ROWS: students from the first year of the Institute of Law and Justice.

A High School for Law and Justice

A school within a school, located at Martin Luther King, Jr. High School in Manhattan, The Institute for Law and Justice will graduate its first senior class in the spring of 1992. Now in its fourth year, the Institute has received over 2,500 applications annually for 250 openings in its incoming freshman classes. The Justice Resource Center at the Institute serves as the New York City headquarters for the MENTOR program.

The Institute was developed by a commission appointed by New York City Mayor Edward I. Koch and co-chaired by Police Commissioner Benjamin Ward and MENTOR founder Thomas W. Evans. Among the commission members were law enforcement officers, judges, professors, research service agencies leaders, university and school administrators, and partners in MENTOR law firms including Joseph Barbash, Alan J. Hruska and P. Kevin Castel.

Mayor Koch said at the Institute's opening ceremony: "Through the fine work of this commission, two of my continuing aims as Mayor are served -- to encourage our city's youth to pursue studies and careers in law and justice, and to create a new partnership between the city's law firms, criminal justice agencies and educational community."

In addition to preparing young New Yorkers for careers in law and justice, the Institute responds to increasing awareness of the constructive impact on high school students of law-related education. Students' interest in school is heightened by "real life" experiences, and this effect appears particularly strong in legal studies.

MENTOR in Other Professions and Careers

MENTOR's co-sponsor, The New York Alliance for the Public Schools, was founded by Claire Flom, who serves on the National MENTOR Advisory Committee. She initially suggested, in 1982, that the Alliance should support a program where lawyers worked directly with students. After the successful pilot in the law developed by Thomas W. Evans, Claire Flom led the Alliance in replicating the idea in a number of other professions and vocations. Today, in addition to co-sponsoring the law MENTOR, the New York Alliance for the Public Schools conducts similar MENTOR programs in five other fields: Engineering, Banking, Education, Nursing and Health Careers, and Advertising. Today's Alliance Chair, Alan S. Rosenberg, has been instrumental in expanding the MENTOR in the Law as well as the programs for other professions and careers.

The New York Times

MONDAY, SEPTEMBER 28, 1987

Training for the Industry of Justice

New York City already has specialized high schools for science, performing arts, communications and finance. Starting next fall, if the Mayor and the Board of Education have their way, Martin Luther King Jr. High School will add an Institute for Law and Justice. The idea deserves support.

The concept was put forward in February by Mayor Koch's panel on police personnel management. Now, to move the idea along, the Mayor and the Board of Education have formed a new commission — co-chaired by Police Commissioner Benjamin Ward and Thomas Evans, a lawyer. The commission brings together the legal and criminal justice communities to work in partnership with students and educators.

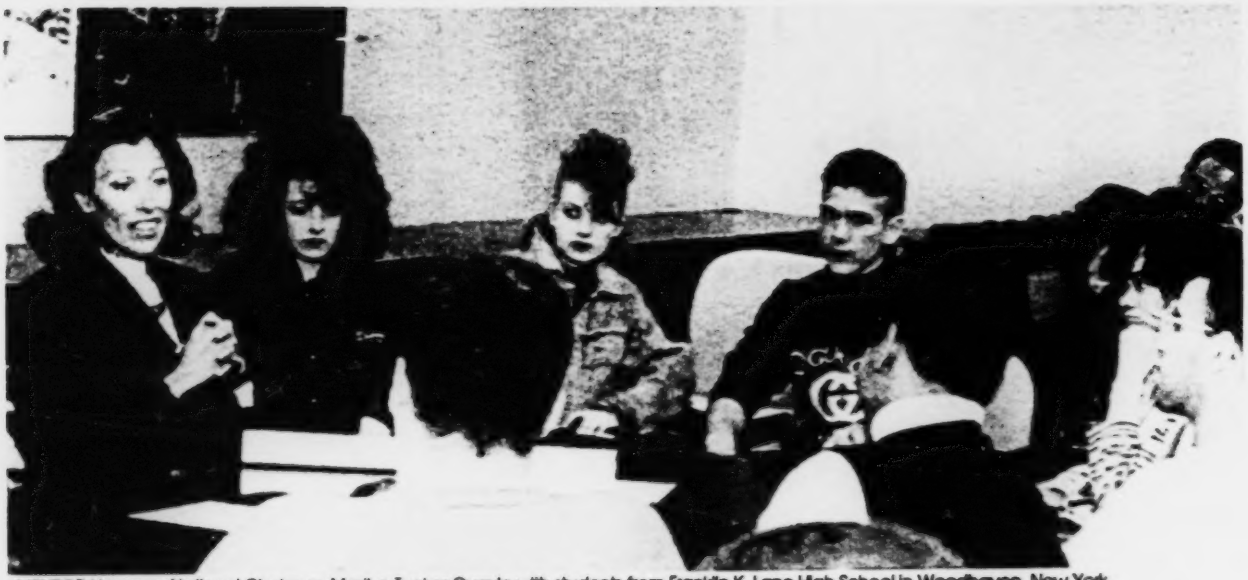
Justice offers much to enrich a high school curriculum: constitutional law and history; the nature of prison populations; forensic medicine; causes and treatment of domestic violence and child abuse; the plight of crime victims. Sad to say, demand for expertise should remain strong.

Whether appointed by mayors or Presidents, commissions too often only fend off public pressure to deal with a problem. They issue reports and close up shop. In contrast, this commission's greatest contribution could begin after the new institute has opened its doors.

The group's individual members — the city's criminal justice coordinator; its commissioners of police, juvenile justice and correction; its directors of probation and victim services — all could act as mentors and teachers. They could do much to bring the real world of justice into the classrooms and recruit students for internships and jobs.

New York City needs well-trained, highly motivated police officers, court staff and prison guards, not to mention defense attorneys, prosecutors and judges. Cooperation between the growth industry of justice and the city's schools serves everyone's interest.

National Report



MENTOR Honorary National Chairman Marilyn Tucker Quayle with students from Franklin K. Lane High School in Woodhaven, New York.

Working To Spread MENTOR Across America

In recent years, Jo Rosner has been the principal factor in expanding the national MENTOR program. But the MENTOR circle widened beyond New York City almost from the beginning. It was first replicated in Washington, D.C. in 1983 by the National Institute for Citizen Education in the Law. NICEL Co-Director Edward L. O'Brien founded the D.C. MENTOR and organized a workshop two years later where he and Tom Evans presented MENTOR, and which led to further expansion of MENTOR programs at sites in Washington, Arizona, Utah, Nebraska, Oklahoma, Virginia, and Rhode Island. Other replications of MENTOR have occurred when lawyers active in one cite have relocated and brought the program with them. Until 1990, the program expanded through an informal network of MENTOR activists and enthusiasts whose assistance continues through their membership on the National MENTOR Advisory Committee.

The National MENTOR Program was formalized in 1990. The time had come. Lawyers, judges, bar associations, law schools, senior and junior high school students, teachers and school systems in large and small cities, suburban areas and rural settings all had conducted the MENTOR program. The precedent for MENTOR is broad and fruitful. It is a means by which lawyers in every type of community can be good counsel and effective, positive role models for young people.

The purpose of the National MENTOR program is to offer this project to the lawyers and schools throughout the nation. The participation and generosity of several key people and organizations have been instrumental in its creation.

Seattle Headquarters

The site for the national office is the Washington State Bar Association in Seattle, where Jo Rosner serves as National MENTOR Director. The use of the bar association's offices and two staff people, Jo Rosner and her assistant Sharlene Steele, are donations to MENTOR by the Washington State Bar Association. The development and operation of MENTOR by this state bar is also an outstanding program model. Washington's MENTOR program began in 1984 when the Board of Governors of the Washington State Bar Association approved a proposal of its Law-Related Education Committee. It began as a pilot program initiated in five diverse communities -- Se-

National MENTOR Director Jo Rosner (left) in a "Law and Justice" class at Franklin High School in Seattle, with students, teacher Rick Nagel and lawyer Karin L. Foster of Franklin's MENTOR firm, Perkins Coie.

attle, Spokane, Tacoma, Wenatchee and Yakima. Pilot participants were enthusiastic. The program has experienced continuous growth, with over 60 law firm/highs school partnerships participating this year. Attorney/educator Jo Rosner has directed the program since its inception in 1984, and brings this model background and record of achievement to her role as National MENTOR Director.

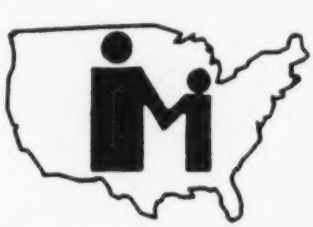
Founding Sponsors

Start-up funding for the national program has been donated to support the first three years of operation. The three founding sponsors are MENTOR participants who have made major program contributions as well. They are The Joseph and Claire Flom Foundation, Mead Data Central, Inc. and NYNEX Foundation.

Claire Flom helped MENTOR to begin in 1982 and has been active throughout the ensuing decade. She was President of MENTOR's co-sponsor, The New York Alliance for the Public Schools, at the time of the founding of the program and during its first years of development. Ms. Flom initially suggested the idea that the Alliance create a project where lawyers work directly with students in the public schools.

Since the second year of the New York City MENTOR program, Mead Data Central has taken part by introducing participating students to computerized legal research on its LEXIS/NEXIS systems. This is generally done during the Law as a Profession MENTOR event when students visit the law firm. As part of their firm tour, students receive a demonstration from a LEXIS representative and do some hands on work on LEXIS terminals. Mead Data Central has provided a variety of other support and information for MENTOR lawyers and teachers, and hosted the New York City metropolitan meetings.

NYNEX Foundation, with its headquarters in White Plains, New York, is part of the 1991 founding MENTOR pilot in Westchester. The program for this county, in which the headquarters of many major corporations are located, is operated at Pace Law School in White Plains. The leadership of the NYNEX lawyers pioneers an exciting new MENTOR site.

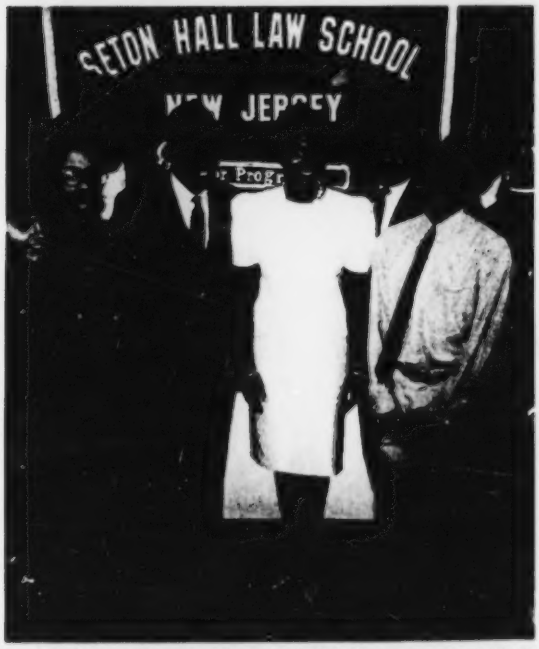


The National MENTOR Advisory Committee

Serving as Honorary Chairman is Marilyn Tucker Quayle, a mother and a lawyer and member of the Indiana bar. She is active in spreading the word about MENTOR in her frequent appearances as wife of the Vice President of the United States. In a recent speech to lawyers in Grand Rapids, Michigan, Mrs. Quayle described MENTOR's achievements and said, "These important precedents of workability and effectiveness have led to the development of a national leadership team. Our goal is to enroll lawyers to conduct MENTOR events in every school in the country."

Continuing his active leadership of the program is Founder and Chairman Thomas W. Evans, a partner in the Wall Street law firm of Mudge Rose Guthrie Alexander & Ferdon. He is counsel to the Points of Light Foundation, chairman of the Board of Trustees of Teachers College at Columbia University and recently served as President of the Federal Bar Council.

Joseph A. Califano, Jr., who served in the Cabinet of President Jimmy Carter as HEW Secretary, is a member of the MENTOR National Advisory Committee and has the distinction of having his law firm participating in MENTOR in three different locations. The law offices of Dewey Ballantine in Washington, DC, Los Angeles, California and New York City all conduct MENTOR for local high schools.



Miss America Marjorie Vicent with the 1991 New Jersey MENTOR Moot Court Champions from Science High School, Newark, New Jersey. The competition was held at Seton Hall Law School which sponsors MENTOR in Newark.

Holly Stewart McMahon, Director of Government Programs for the American Bar Association, has played a key role in organizing the National MENTOR Advisory Committee. Other advisory committee members include the people who have pioneered the program and continue to manage and develop MENTOR in sites around the nation.

Miss America: "Important Dreams"

Marjorie Vincent, who finished her second year at Duke Law School before winning the Miss America title in September of 1990, explains her MENTOR interest: "In my own life, becoming a lawyer has been a goal which has been challenging, interesting and filled with opportunities for my career and for pro bono service as well. As a member of the National MENTOR Committee, I am grateful for the chance to make younger students aware of how law studies can help their most important dreams come true. Being a member of the MENTOR team is a way I can let them know that being a good citizen is vital, and a career in the law is something they can achieve."

Marjorie Vincent is a wonderful role model. The daughter of Haitian immigrants, she attended St. Angela School and Oak Park-River Forest High

School near Chicago before receiving a bachelor's degree in Music from DePaul University in 1988. She has taken time out from her Miss America appearance and travel schedule to enact one of the basic MENTOR activities. Her "Lawyer in the Classroom" visits have been an exciting part of the past year for the MENTOR program.

Justice Randolph Jackson calls MENTOR "a better way"

New York State Supreme Court Justice Randolph Jackson has worked with MENTOR in New York for several years and now serves on the MENTOR National Advisory Committee. He has commented: "In these difficult times when many minority youth are going off to jail instead of to college, sometimes it seems as though we are losing an entire generation. I sit on the Supreme Court of the State of New York and I send to prison predominately minority youth for selling illegal drugs, for committing robberies and for other crimes. As I do this day after day, it occurs to me that there must be a better way, there must be a way to catch them *before* they become criminals, *before* they commit their illegal acts. There is a way to serve and save the youth. That way is the MENTOR program. The MENTOR program is a ray of light in the darkness of our despair. The MENTOR program turns the lights on in the corridors of their minds and it puts a vision of success in their heads. The MENTOR program gives the youth role models who are law *makers* rather than law breakers. The MENTOR program makes them hungry for wisdom and thirsty for knowledge. It encourages them to stay in school rather than to succumb to the tantalizing lure of the streets."

New York State Supreme Court Justice Randolph Jackson with students from the SOAR Program at Lane High School.

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National MENTOR Advisory Committee

Marilyn Tucker Quayle, Honorary Chairman
Thomas W. Evans, Chairman

Jo Rosner, National Director

Judy Breck, New York City MENTOR Coordinator 1982-90
Rick N. Bryson, American Bar Association Young Lawyers Division
Clyde R. Christopherson, Fairfax, Virginia County Bar Association
Hon. Joseph A. Califano, Jr., Dewey Ballantine
Hon. James M. Dolliver, Washington State Supreme Court
Claire Flom, The Flom Foundation
Professor Paula A. Franzese, Seton Hall Law School
Dennis P. Harwick, Executive Director, Washington State Bar Association
Hon. Randolph Jackson, Supreme Court of the State of New York
James C. Moore II, Mead Data Central Corporation
Kathleen Kirby, Education Director, Los Angeles Constitutional Rights Foundation
Holly Stewart McMahon, Director Government Programs, American Bar Association
Nancy Mathews, Director, Utah Law-Related Education Project
Professor Thomas Nazario, University of San Francisco Law School
Dr. Susan Otterbourg, elman Educational Communications
Edward L. O'Brien, Co-Director National Institute for Citizens Education in the Law
Professor Charles Ogletree, Harvard Law School
Lynda Rando, Arizona Bar Foundation Center for Law-Related Education
Thomas Skroba, Program Officer, NYNEX Foundation
Martha M. Snow, Communications Director, Oklahoma State Bar Association
Professor David Schimmel, University of Massachusetts
R. Isadore Starr, American Bar Association
Marjorie Vincent, Miss America
Professor James Weinstein, Arizona State University College of Law

The Pilot Project (How To Begin)

In 1988, Joseph Barbash, Debevoise & Plimpton partner addressed a luncheon of planners in San Francisco for their MENTOR pilot. (Above, left to right) University of San Francisco Law School Professor Thomas Nazario who serves on the National MENTOR Advisory Committee, Barbash, San Francisco Superintendent of Schools Ramon Cortines and Sandra Treacy, Executive Director, San Francisco School Volunteers.

The usual method for undertaking the first year of MENTOR in a new locality is to conduct a pilot project. Five is a workable number of firms and schools. The firms and schools are assigned to each other by logical factors such as geographic location, or randomly. The pairings agree to conduct the four Basic MENTOR Events over an upcoming semester or school year.

At the conclusion of the pilot project, evaluation and adjustments are made. Your local or state program is then ready to recruit new pairings for the following school year.

In addition to the obvious advantages to beginning with a pilot – getting acquainted with people and events, setting up administration, letting the courts know about the program -- there is another reason which makes the pilot project particularly effective with attorneys. Law firms are conservative by nature and lawyers think in terms of precedent. Your pilot project becomes your own arguable precedent for MENTOR, which will help make it easier to expand your program in years ahead.

Photographed after an August 1991 meeting, hosted by New Jersey Attorney General Robert J. Del Tufo to plan for statewide expansion of MENTOR in New Jersey, are (left to right) Assistant Attorney General Edward J. Dauber; Professor Paula A. Franzese, who founded MENTOR in New Jersey; Bernice Manshel, Special Assistant to the Attorney General; Leonard Coleman of Kidder Peabody; Del Tufo; and, Rusti Priory of Rusti Priory Public Relations.

Assistance from The National MENTOR Office

A new fourteen-minute MENTOR training video is available. It explains the program and is designed to help in recruiting. A Training Manual and other materials may also be obtained from the National MENTOR Office. There are members of the MENTOR National Advisory Committee and others to discuss the program with by telephone, or who can come to your locality, to talk about MENTOR and answer questions.

FOR FURTHER INFORMATION CONTACT:
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DeNovo September 1989
THE OFFICIAL PUBLICATION OF THE WASHINGTON ASSOCIATION YOUNG LAWYERS DIVISION

Mentor Magic: The North Central Experience

By David D. Smith

On October 8, 1987, at approximately 2:30 p.m., Thomas Farrel, a student at North Central High School in Spokane, was "arrested" for the crime of vehicular manslaughter. Although Mr. Farrel was prepared for what was to occur, his classmates at North Central were caught completely off guard.

Mr. Farrel's teacher, Emily Pike, was in the middle of a lecture when the door burst open and in came Officer Kurt Miller of the Washington State Patrol. The Press, including radio, television, and newspapers, pushed in behind Officer Miller and hovered around the classroom. Cameras flashed as Thomas Farrel was handed a warrant for his "arrest." Radio microphones recorded the sound of the handcuffs as they clenched around Tom's wrists. The television cameras caught the students' surprise.

One could have heard a pin drop as Tom was led out of the classroom. After the door closed, the students just stared at their teacher. One student asked what had happened, another student just said "Big, Mrs. Pike...real big."

Approximately one year later, while her students looked on in horror (and some amusement), Mrs. Pike was "murdered" in her own classroom. Once again, cameras flashed and reporters re-told the story on the evening news.

These two events have one thing in common. Each event was staged for the sole purpose of grabbing the attention of a class full of high-school students. We were successful both times.

The mock arrest was the kickoff to our firm's involvement in the Washington State Bar Association's MENTOR Program. That arrest culminated in a Not Guilty verdict which was rendered by a jury of Thomas Farrel's classmates at the Spokane County Courthouse in a trial which was presided over by our office's senior partner, former District Court Judge John C. Cooney.

The mock murder of Mrs. Pike was the kickoff to our second year of involvement with the program. The "murder" was followed by an investigation by sketch artists from the Spokane County Sheriff's Department. A composite drawing was made from actual eye-witness statements and the prosecutor's case was complete with eye-witness testimony from the students themselves.

The jurors in that trial were selected from another class. The general consensus of the jury was that the defendant had "done it." They found him Not Guilty, however, because the Prosecutors failed to meet their burden of proof. The truth is that the defendant had not "done it." Instead, we had charged an innocent man so that we could explore some of the fallacies surrounding the reliability of eye-witness identification.

MENTOR is a partnership program of the Washington State Bar Association. It pairs high school government classes with interested law firms. Lawyers work with high school teachers to help familiarize students with the legal process. In so doing, the students get a better education, the teachers get a "break in the action," and the attorneys get to destroy ignorant myths about lawyers and the legal profession. With MENTOR, everyone wins.

The program works by giving students a hands-on opportunity to meet real people and hear about the law from the mouths of practitioners rather than from the dry pages of textbooks. It is also fun. Let's face it, dull is dull, fun is fun. If we are going to educate average high school students, we have to make the process interesting. MENTOR attorneys do just that.

Although I have never seen a "loser" in the MENTOR program, I do believe that there is room for change in how the partnerships are handled by some schools. A few schools have been known to hand-pick the "best" students for participation in the program. But the magic behind MENTOR is that the "poor" students do well too.

For example, prior to MENTOR, the academic standing of Tom Farrel's class was below average. After MENTOR, the class average was a full grade point higher than it had been prior to participation in the program. Students averaged a solid "B" on classroom assignments and tests directly related to MENTOR. If your firm is considering becoming involved with MENTOR, bear in mind that every partnership is different. No firm should ever try to copy another firm's program just because it worked before. The key to an efficient and effective partnership is to take advantage of your own particular resources.

When we first became involved with MENTOR, we were told that several law offices had had great success with office tours. Judging from the size and wealth of some of these firms, I can see why. Unfortunately, a tour of our office would last all of about two minutes. Hardly worth a field trip.

One resource that we have available to us is teaching experience. Most of our attorneys have either been teachers or have close family members who are teachers. This background makes it easy for us to find volunteers for classroom lectures. It also makes for keen involvement from our attorneys.

Maintenance of the program is another problem which needs to be addressed by any law firm which is considering becoming involved with MENTOR. Our firm has been able to keep strong attorney involvement by changing our format every semester. By never doing the same thing twice, our presentation is always as fresh and interesting to the attorneys as it is to the students. Other firms do just the opposite. Gary Gainer of the Richter-Wimberly law firm in Spokane relates that their program is successful because they keep it the same year after year. In this way, the attorneys always know what is expected of them. Here again, the key is to take advantage of your firm's own resources.

MENTOR has many side benefits in addition to teaching kids about the law. Our mock trials, for instance, have proved to be springboards for discussions on drinking and driving, AIDS and AIDS prevention, drug use, and other important social problems. By slipping these problems into our fact situations, we have been able to educate our students on hot topics without appearing to be lecturing.

Our firm has been fortunate to have been involved with MENTOR over the last two years. We are looking forward to many more years of involvement to come. We have been rewarded by seeing talented, yet previously unchallenged students arise to the tasks of a litigator. We have also seen students that were on the verge of dropping out of high school analyze complex legal issues with the deftness of a trained professional. Selfishly, however, our most rewarding experience occurred approximately one year after we had finished our first class. Mrs. Pike received a copy of an essay written by a former student. It described the most memorable thing that he had done in his twelve years of public schooling. That memory was his participation in our MENTOR Partnership. Such comments make it all worthwhile.

David D. Smith practices law in Spokane, Washington with John Cooney & Associates, P.S.

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The Law Firms and Schools in Your Pilot Program Should Conduct the Four Basic MENTOR Events

Basic Event #1: Orientation

Arizona

The photograph at left, shows orientation in Phoenix, in an eighth grade classroomat Creighton Middle School. Attorney Adrianne Kalyna from the law firm of Shull, Rolle, Wetland & Kalyna is discussing MENTOR activities for the coming year with members of Creighton's Law Club.

Basic Event #2: Law as a Profession

Utah

In a conference room at LeBoeuf, Lamb, Leiby & MacRae in Salt Lake City, Utah, attorney Penrod W. Keith discusses his firm's practice with students from Bingham High School.

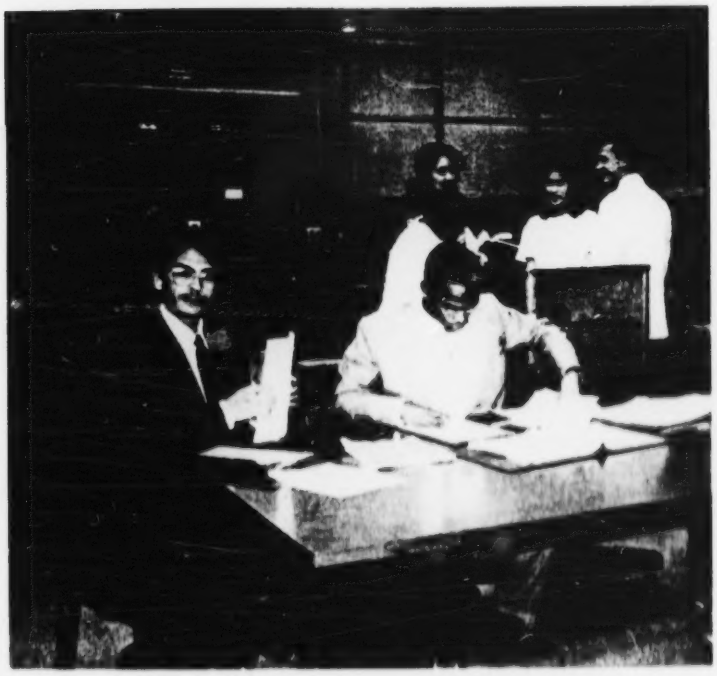
Washington, D.C.

Students Wanda Patterson and Kim Shala Wilson, from Banneker High School in the District of Columbia, are reporting at left on a recent visit to the United States Supreme Court arranged by their MENTOR firm Arnold & Porter. Watching (right and left) are their teacher Dr. Billie Day and attorney Scott S. Dahl from the firm.

Basic Event #3: A Day In Court

Las Vegas, Nevada

This photo, taken outside a courtroom in Nevada, shows an attorney briefing a student before they observe a proceeding in Clark County Court.



Los Angeles, California

The students at left who are preparing to argue in the Los Angeles County Mock Trials, are from Dorsey High School. Their lawyer coaches are from their MENTOR firm, Paul, Hastings, Janofsky & Walker.

Basic Event #4: Electives

Washington State

Kentwood High School students practice oral argument in Seattle for lawyers from their MENTOR firm, Short, Cressman and Burgess.

South Carolina

Lawyers in the classroom -- teaching, coaching and talking informally with students -- is a favorite MENTOR elective, shown here in a South Carolina classroom.

The MENTOR Moot Court

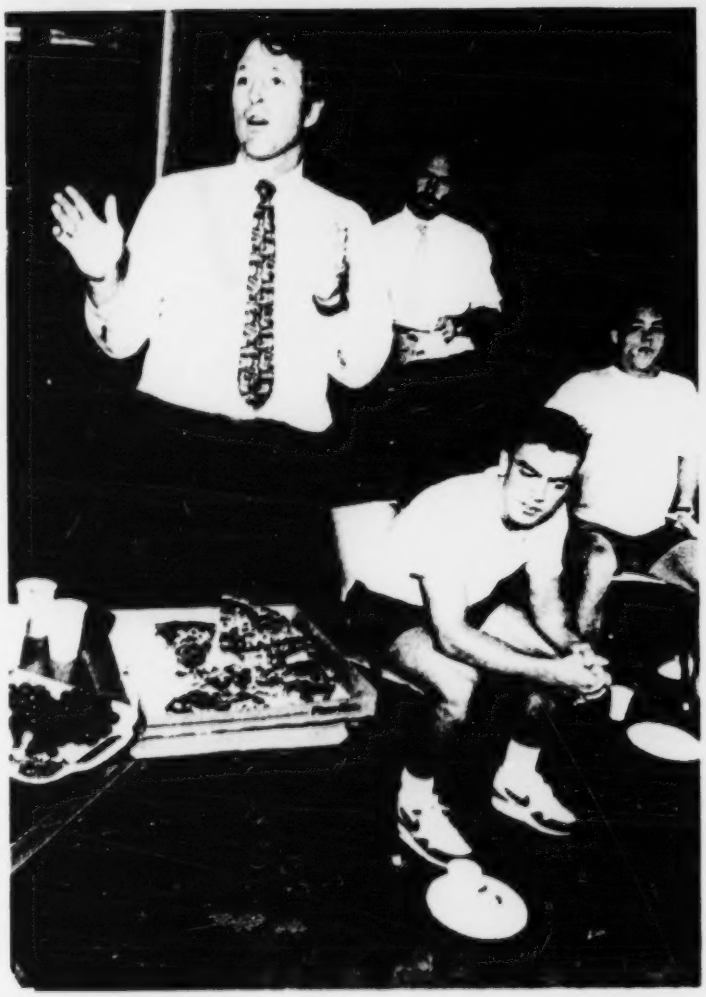
Newark, New Jersey

The Newark MENTOR program has conducted a Moot Court competition for four years. The 1990 winners from Westside High School are shown in the photo at right (front row). The finals bench (back row, left to right): Charles E. Mapson, Counsel, First Fidelity Bancorporation, Seton Hall Law School Professors Bernard Freamon and Paula A. Franzese (Newark MENTOR Founder), and law student MENTOR directors from Seton Hall Stephanie Caravela and Lorraine DeNapol.

The Importance of Lunch

Oregon

Ashland High School teacher Ross Coldwell (left), attorney Doug Engle (rear) and MENTOR students discuss the law while enjoying lunch together on the patio of the Ashland law firm of Cottle & Howser. Students were quoted by the Oregon State Bar publication that reported on the 1989 pilot in that state. Eugene Pretorium explained, "A law firm took our class under its wing and educated us, from personal experience and not just from textbook knowledge, about law and the American legal system." Tom Keen said, "I could not have been able to experience anything like this from a book and I hope others will be able to learn as much as I have."



National Mentor Roll Call

Arizona

This year 53 law firms and high schools in Arizona are paired in the MENTOR program, sponsored by the Arizona Bar Foundation Center for Law-Related Education since 1984. Lynda Rando, the ABFC director serves on the National MENTOR Advisory Committee. With an emphasis toward teaching students about the variety of vocations related to the law, Arizona enlists many public as well as private law offices in its MENTOR pairings, including probation and police departments and offices of attorneys general.

Canada

MENTOR crossed the northern border in 1990. A 12-pairing pilot was sponsored by the British Columbia section of the Canadian Bar Association during the 1990-91 school year. In August of 1990, National MENTOR Director Jo Rosner presented the program to the bar association's "Law 12" Institute, resulting in requests from 22 teachers for MENTOR firms. Although all requests could not be filled immediately, a good cross section of schools and firms participated and MENTOR is expanding this year.

District of Columbia

The first replication of the New York City MENTOR program was brought to the District of Columbia in 1983 by Edward L. O'Brien, Co-Director of the National Institute for Citizen Education in the Law. NICEL has directed the program for eight years. Last year 16 high schools were paired in MENTOR, respectively, with 11 law firms, the DC Superior Court, the Public Defender Service of DC, the Office of Senator Robert Kennedy, the US Attorney Felony Division and the DC Public Service Commission.

Fairfax, Virginia

This veteran program, founded eight years ago, is a model for basing the administration of MENTOR in a county bar association. Its lawyers include single practitioners and members of both small and large firms. The Fairfax attorney who heads the program, Clyde Christopherson, serves on the MENTOR National Advisory Committee. Last year 23 high schools in the county participated in MENTOR with Fairfax lawyers.

Georgia

During the 1991-92 school year Georgia's first MENTOR program will be piloted in Marietta. The Cobb County Bar Association in cooperation with the Chamber of Commerce Partners in Education are now in the process of choosing four pilot schools and law firms. Linda Slack of the Cobb County Superior Court is the MENTOR Coordinator for the program, which was initiated after representatives of the county's sponsors attended the May 1991 MENTOR Regional Conference held in Chattanooga.

Las Vegas, Nevada

A successful MENTOR pilot was conducted in Las Vegas during the 1988-89 school year by the Nevada Law-Related Education Project of the State Bar of Nevada. After as second successful program last year, MENTOR has become a project of the Partnership office of the Clark County School District. Ten Las Vegas law firm/high school pairings will conduct MENTOR in 1991-92.

Los Angeles

Administered by the Constitutional Rights Foundation, MENTOR in Los Angeles has enjoyed steady and strong growth over the four years since it was initiated with a small pilot program. This year 15 LA law firms and high schools are participating. Recently, MENTOR has become closely involved with California's first magnet school for law and justice, now

being established at Sepulveda's Monroe High School in the San Fernando Valley. Urban and spread out, the LA MENTOR program has met with success and is expanding significantly again this year in providing law firms to work with LA's diverse school population.

Long Island

Partner David M. Dubin of the Twomey, Latham, Shea & Kelley firm in Riverhead, New York took MENTOR east from New York City in 1989. A highlight of the firm's pairing with Southampton High School is a trip to the Suffolk County jail, where students take a tour and speak with the inmates.

Mississippi

In June of 1988, the Mississippi State Bar participated in a Seattle MENTOR Conference. The following fall a five-city pilot program was conducted. A year later, MENTOR pairings had increased to 11, with sites in Long Beach, Hattiesburg, Oxford, Summit, Meridian, Tupelo, Newton and Jackson. This year 24 law firms and schools participated. An outstanding model, Mississippi's MENTOR is administered by Melani H. Henry, the state bar's Director of Programs and Communication.

Nebraska

The Nebraska State Bar Association began sponsoring a statewide MENTOR program in 1989 with 8 Nebraska high schools and law firms; 15 participated during the past school year. The Omaha Bar Association has sponsored its own MENTOR program since 1984 and the Lincoln Bar Association began in 1990. Tom Keefe of the NSBA reports enthusiasm is high and that, "some of the partnerships have gone so far as to have integrated the lawyer-partner into the class curriculum, involving the lawyer in as many as 10 to 12 visits to the MENTOR classroom per semester".

New Jersey

With the active participation in the planning by Attorney General Robert Del Tufo and his staff, and the continuing creative guidance of Seton Hall Professor Paula Franzese, the expansion of the program in this state should be a significant advancement for MENTOR in the coming year.

New Mexico

Pilot projects were implemented by the New Mexico Law-Related Education office of the New Mexico Bar Foundation in 1989 and 1990. A lawyers in the classroom project in Albuquerque is in progress and will continue during the 1991-92 school year.

Newark

MENTOR was founded at Seton Hall Law School in Newark, New Jersey by Professor Paula A. Franzese in 1987. This first law school based MENTOR has been a model program, pairing all of the city's high schools with law firms to conduct the regular MENTOR events. Under the direction of the Seton Hall Moot Court Board, a MENTOR Moot Court competition is held each fall with student attorneys coached by lawyers in their MENTOR law firms.

New York City

MENTOR was founded in New York City in the 1982-83 school year, when a pilot was conducted by five law firms paired with a high school in each of the city's five boroughs. These five original pairings have conducted MENTOR throughout the past decade. There are now 41 pairings in New York City, many of them having worked together for more than half of the decade. The metropolitan event, conducted each fall, is the MENTOR Moot Court. This year the final argument of the competition will be presented by high school student attorneys in the federal courthouse in Manhattan before three judges of the U.S. Court of Appeals for the Second Circuit.

Oregon

The first MENTOR program in the state was a pilot held in 1989. This year a total of ten pairings will conduct MENTOR in Portland, Bend, Newport, Salem, Albany, Grants Pass, McMinnville, and Ashland. A September training session was held in Eugene for new MENTOR participants. The Oregon program is administered by the Oregon State Bar Association.

San Francisco

MENTOR was introduced to the City by University of San Francisco Law Professor Thomas Nazario, and founded by the combined efforts of the school board and leaders of the bar. Currently 12 law firms and schools are paired in the program, which is administered by the San Francisco Volunteers. MENTOR in San Francisco has been carefully monitored through three years of development. Its planning, initiation, evaluation and expansion provide an outstanding model.

South Carolina

MENTOR, which is active in various schools across the state, was developed by the Pro Bono and Law-Related Programs division for the South Carolina Bar Association. Last year, a moot court was held in which honor students worked with law firms to develop oral arguments skills and to write an appellate brief. A state conference was held for lawyers and teachers.

Tennessee

In May of 1991, the National MENTOR Program held a regional workshop hosted by the Chattanooga Bar Association. Participating were members of the Chattanooga, Nashville and Mississippi Bar Associations and representatives of the Chattanooga City, Hamilton County, Knox County, Nashville City, Shelby County and Cobb County, Georgia school systems. William H. Pickering of Chabliss & Bahner reports that a MENTOR pilot program is planned for the coming school year in Chattanooga. The Chattanooga Bar Association is recruiting ten law firms to serve as MENTORs for five city and five county school classes during the 1991-92 school year.

Utah

The Utah MENTOR program, which began with a single pairing pilot in 1985, had fifteen firm/school pairings in 1990 and was expanding statewide and planning to invite middle schools to participate. MENTOR in Utah is co-sponsored by the Utah State Office of Education (whose Director, Nancy N. Mathews, serves on the National MENTOR Advisory Committee) and the Utah State Bar Law and Justice Center. Examples of the outstanding MENTOR events created for Utah students are: an exercise using "selected pleadings from a mythical lawsuit" prepared by a judge sitting on the Utah Court of Appeals; and a mock deposition for a divorce proceeding involving spouse abuse.

Washington

The Washington State Bar Association became actively involved in a statewide MENTOR Program in 1984. Subsequently, the program has grown to include MID MENTOR at the middle school level. There are more than 60 partnerships operating in the 1991-92 school year, enriching the curriculum for more than 3,600 students. In September, 1991 the WSBA MENTOR program was awarded and recognized for appreciation of exceptional leadership by the Washington Association of Partners in Education. WSBA is now the headquarters for the National MENTOR Program, which provides a network for other state, city and county programs across the nation.

Westchester

A MENTOR pilot will be conducted during the 1991-92 school year in Westchester County New York, headquartered at Pace Law School in White Plains under the guidance of Law Professor Jay C. Carlisle. Westchester MENTOR is working to enlist the counsel offices of corporations located in the county, which is home to many of America' largest companies. MENTOR national sponsor NYNEX is taking the lead in this new corporate plan for MENTOR.

Join us!

A National MENTOR Handbook is planned for publication next year. We hope to welcome news from many more MENTOR sites in the National Roll Call. For assistance in getting started and to report your plans and progress for publication in the Handbook, contact **Jo Rosner, Esq., National MENTOR Director.**